

LING9640A: Morphology

Hours:	Thursday 9:30-12:30	
Room:	UC2120	
Website:	https://owl.uwo.ca/portal	
Professor:	Ileana Paul	Email: ileana@uwo.ca
Office:	UC3125	Telephone: 519-661-2111 x85360
Office hours:	TBD	

Enrollment in this course is restricted to graduate students in Linguistics, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Description

Morphology is the study of the internal structure of words, of the processes by which words are created, and of the relation of words and word-parts to meanings and to syntax. This course will survey some of the important phenomena which have been noted in the course of recent morphological research and the major approaches which have been proposed to deal with them. Where possible readings will be taken from the primary linguistic literature focussing on key articles and monographs. We will be exploring a shift from a lexicon-based to a syntax-based theory of morphology, but in order to do this, we will (i) develop a common vocabulary to discuss morphological structure, and (ii) explore ways that theoretical constructs can be used to represent morphological structures. The overall take home message should be that all theories are works in progress and closely tied to the datasets that they can explain.

Course objectives

By the end of this course, students should be able to:

- understand basic concepts of morphology
- see morphological patterns in language data
- apply basic morphological concepts to language data
- understand two different approaches to morphological data
 - Lexicalism
 - Distributed Morphology (morphology is syntax)
- construct analyses for language data using both of these approaches
- read and understand primary morphological literature
- transfer this understanding through article summaries and data presentation

Program-level learning outcomes

By the end of the course, students will:

- Achieve a solid grounding in current scholarship in morphology
- Know how to use primary sources (published texts, collected data or archives) and secondary sources (corpora of scholarship)
- Identify an appropriate research question and methods
- Situate research in relation to literature

- Identify, locate and collect data relevant to a given issue
- Analyze different kinds of evidence, evaluate different research methods, assess strengths and weaknesses of a given argument
- Engage with faculty and peers in discussions about evidence, methods, theory, ethics and knowledge mobilization
- Prepare individual and group oral presentations
- Express evidence-based arguments in well-structured writing in a variety of formats
- Assess and communicate constructive criticism to students and peers, orally and in writing
- Learn the limits of their own knowledge, and the way this knowledge is situated within specific critical and disciplinary paradigms, both by engagement with other students and with faculty in a range of fields, and by reading the scholarly literature
- Appreciate multiple intellectual viewpoints and ways of knowing, and understand how these produce an awareness of the limits of knowledge offered by any specific discourse

Evaluation

3 reading summaries	(3 X 10%)	30%	INDIVIDUAL
2 problem sets	(2 X 10%)	20%	INDIVIDUAL
Oral presentation		5%	INDIVIDUAL
Final paper		20%	INDIVIDUAL
Participation		5%	INDIVIDUAL
1 blog post	(1 X 10%)	10%	GROUP
Problem set and answer sheet		10%	GROUP

PENALTIES FOR LATE ASSIGNMENTS

A penalty of 10% per working day will apply to assignments submitted late.

PENALTIES FOR ABSENCES

A penalty of 10% will apply if more than three classes are missed.

Reading summaries

You must (i) list three main ideas of the article and, for one of these, (ii) give the relevant piece of data for this idea, and (iii) walk through the data and show how the data point supports the idea. To be submitted via OWL on the morning of the relevant class.

Problem sets

There will be two take-home assignments. They will include datasets with a series of questions requiring the application of the tools being discussed in class.

Oral presentation

A presentation of your final paper topic (15 minutes).

Final paper

A paper on a topic related to the course material. 15 pages, double-spaced.

Participation

This grade will reflect your participation in class activities, including giving feedback on the blogs and the problem sets.

Adopted language

You will be divided into groups to “adopt” a language and will be asked to apply what you learn in class to the material in your grammars.

Blog posts

Each group will write posts to put on the class blog related to issues that come up in class. The task is to find data in the grammar that has been adopted by the group that exemplifies that issue (possible topics: constituency, bound roots, inflectional morphology, derivational morphology, argument structure, phonological domains, root suppletion, reduplication, compounding, etc.). These blog posts will be shared the class for feedback, and the blog will only be posted once these comments are incorporated

Problem set and answer key

Each group will create one Problem Set using data from their grammar, as well as an Answer Sheet for this Problem Set.

Textbook

Introduction to Morphology, Mark Baker and Jonathan Bobaljik

Please be aware that Baker and Bobaljik (available on OWL) is a draft, which the authors have kindly made available for our class use. Naturally there may be typos, errors or incomplete parts. Critical typos will be announced in class or posted on OWL. It is your responsibility to keep abreast of these announcements.

A note on reading primary literature: Reading an article is a very different exercise from reading a textbook. The reading has to be done slowly, often with pencil and paper. Try drawing the structures that are being discussed, try to find counterexamples to the claims that are being made, imagine explaining the ideas to a classmate who hasn't read the paper (this is close to what you will be doing in the reading summaries). Because each paper is written within its own theoretical context and era, there will often (always?) be things that you do not understand completely, but you still should be able to follow the outline of the arguments and understand how the data points support the claims.

Readings (preliminary list)

Baker, M. (1993). Noun incorporation and the nature of linguistic representation. In Foley, W. A., editor, *The Role of Theory in Language Description*, pages 13–44. Mouton de Gruyter., Berlin.

Compton, R. and Pitmann, C. (2010). Word formation by phase in Inuit. *Lingua*, 120(9):2167–2192.

- Embick, D. and Noyer, R. (2007). Distributed morphology and the syntax/morphology interface. In Ramchand, G. C. and Reiss, C., editors, *Oxford Handbook of Linguistic Interfaces*, pages 289–324. Oxford University Press.
- Kayne, R. S. (1994). *The Antisymmetry of Syntax*. MIT Press, Cambridge, Massachusetts.
- Leu, T. (2015). Generalized x-to-C in Germanic. *Studia Linguistica*.
- Marantz, A. (2007). Phases and words. In Choe, S.-H., editor, *Phases in the Theory of Grammar*, pages 191–222. Dong In, Seoul.
- Newell, H. (2005). Bracketing paradoxes and particle verbs: a late adjunction analysis. In *Proceedings of ConSOLE XXIII*, pages 249–272.

LANGUAGES AND GRAMMARS (available at Weldon)

- Eijk, J. van. (1997). *The Lillooet language: phonology, morphology, syntax*. UBC Press, Vancouver.
- Foley, W. A. (1991). *The Yimas language of New Guinea*. Stanford University Press, Stanford University Press.
- Forker, D. (2013). *A grammar of Hinuq*. Mouton de Gruyter, Berlin.
- Göksel, A. and C. Kerslake. (2011). *Turkish: an essential grammar*. Routledge, New York.
- Karlsson, F. (1999). *Finnish: an essential grammar*. Routledge, New York.
- Launey, M. (2011). *An introduction to classical Nahuatl*. Cambridge University Press, Cambridge.
- Miyaoka, O. (2012). *A grammar of Central Alaskan Yupik*. Mouton de Gruyter, Berlin.
- Quintero, C. (2004). *Osage grammar*. University of Nebraska Press, Lincoln.
- Schachter, P. and F. Otanes. (1972). *Tagalog reference grammar*. University of California Press, Berkeley.
- Weber, D. (1989). *A grammar of Huallaga (Huánuco) Quechua*. University of California Press, Berkeley.
- Zepeda, O. (1983). *A Tohono O'odham grammar*. University of Arizona Press, Tucson.

Class schedule: This schedule is subject to minor change

	TOPIC	READING	ASSIGNMENTS
September 9	Basics	B&B, Ch1	
September 16	Derivation	B&B, Ch2	
September 23	Compounds	B&B, Ch3	Problem set 1
September 30	Argument Structure	B&B, Ch4	
October 7	Syntax and morphology	Baker (1993)	
October 14	Distributed morphology	Embick and Noyer (2007)	Blog
October 21	Morphophonology	B&B, Ch5	
October 28	Phases and the PF interface	Marantz (2007)	
FALL STUDY BREAK			
November 11	Phases and the PF interface	Newell (2005)	Problem set 2
November 18	Phasal Spell-Out	Compton and Pittman (2010)	
November 25	Germanic functional structure	Leu (2015)	Group problem set
December 2	Presentations		

ADDITIONAL STATEMENTS

Statement on Use of Electronic Devices

The use of laptops is restricted to taking notes or consulting online resources connected to the course material. Cell phones must be turned off.

POLICIES AND REGULATIONS

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following [web site](#).

Students who are in emotional/mental distress should refer to [Mental Health@Western](#) for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western

(AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).